



Model C (Unclassified) Performance Evaluation

Employee Name: _____ Department: _____

Date of Current
Performance Evaluation: _____ Performed by: _____

Purpose of a Performance Evaluation

- Align employee performance with the mission and goals of the university and unit.
- Strengthen two-way communication regarding job performance and periodically assess goals and opportunities for the unit and the individual.
- Establish a mutually understood set of performance expectations.
- Recognize contributions of employees.
- Discuss opportunities for growth and development.
- Provide necessary feedback when performance does not meet expectations.

Process

- Employee completes the self-evaluation at least one week prior to the performance evaluation discussion.
- Supervisor/manager review's the full range of performance over the entire past year and completes all sections of the performance evaluation, following the instructions provided in each section.
- The supervisor/manager meets with the employee to discuss the full range of employee performance, consistent with informal, ongoing performance feedback. Create shared goals and objectives to enhance employee performance and professional development.
- Upon completion of the performance evaluation discussion, the employee and supervisor/manager sign the evaluation.
- The supervisor/manager sends the signed copy to Employee Relations, Terrace Hall Annex.
- A photocopy can be provided to the employee upon request.

Instructions: Refer to the rating scale when evaluating employee performance and assign a numeric value to the criteria. Total the numbers in each section and divide by the number of criteria rated to get the average score for that competency. Comments are required for ratings below Meets Expectations.

Rating Scale:

5= Outstanding

Objectives and standards are clearly and substantially surpassed. Consistently and significantly exceeds all performance expectations and standards. Highest performance level. Demonstrates a personal commitment to a high level of performance and results, even under challenging work goals.

4= Exceeds Expectations

Frequently exceeds job requirements. Makes contributions well beyond job demands. Seizes initiative in development and implementation of challenging work goals. Each project or job is done thoroughly and on time. Thinks beyond details of the job, working toward the overall goals of the component.

3= Meets Expectations

Performance is what is expected of a fully qualified and experienced person in the position. All objectives and standards are met. Consistently meets all performance expectations and standards. Job well done. Errors are minimal and seldom repeated. Prioritizes problems and projects well. Requires normal supervision and follow-up. Almost always completes work or projects on schedule.

2= Approaches Expectations

Objectives and standards are generally met but full results are not totally achieved. Occasionally falls short of consistently meeting performance expectations and standards. Some performance aspects were not met – needs slight improvement. Could result from being newly appointed to the position – continuing to learn all aspects of the position.

1= Unsatisfactory

Objectives and standards are consistently not met. Consistently fails to meet performance expectations. Needs significant improvement. Has been on the job long enough to have shown better performance. Excessive attention by supervisor is required. Does not grasp situation when explained. Corrective action is required.

NA = Not Applicable

Does not apply to job performance expectations.

CRITERIA AND PERFORMANCE ELEMENTS

I. QUALITY OF WORK	5	4	3	2	1	N/A	Numeric Value
I.A. Demonstrates competence in required job skill and knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I.B. Shows accuracy, clarity, consistency and thoroughness in work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I.C. Gives feedback for continuous improvement of work product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I.D. Demonstrates understanding and mastery of process, methods, systems and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I.E. Measures business decisions with client and shareholder satisfaction in mind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I.F. Exhibits good interpersonal skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
AVERAGE							

Comments:

II. PRODUCTIVITY	5	4	3	2	1	N/A	Numeric Value
II.A. Accomplishes work quickly and accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
II.B. Meets productivity standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
II.C. Plans work assignments, organizes and analyzes for optimum results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
II.D. Implements appropriate cost-saving measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
II.E. Exceeds customers' expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
II.F. Accomplished previously-established goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
II.G. Manages time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
AVERAGE							

Comments:

III. TECHNICAL KNOWLEDGE	5	4	3	2	1	N/A	Numeric Value
III.A. Develops system or procedure manual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
III.B. Sets up controls to ensure work flows efficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
III.C. Demonstrates proactive commitment to safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
III.D. Develops project alternatives and presents recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
III.E. Demonstrates knowledge of federal, state, and local regulations as they apply to their duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
AVERAGE							

Comments:

IV. COMMUNICATION AND TEAMWORK	5	4	3	2	1	N/A	Numeric Value
IV.A. Is open to constructive critiques on how to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
IV.B Acts as a team player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
IV.C Pay attention to the needs of the customer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
IV.D. Gets involved and goes beyond their assigned role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
IV.E. Anticipates needs and does not wait to be told	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
IV.F. Demonstrates effectiveness of expression in individual or group situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
AVERAGE							

Comments:

V. LEADERSHIP AND MANAGEMENT SKILLS	5	4	3	2	1	N/A	Nu mer ic Value
V.A. Develops short-term goals and alternatives for accomplishing tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
V.B. Assists staff in meeting their professional development goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
V.C. Participates in long-range plan development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
V.D. Assigns specific decision-making responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
V.E. Responds to concerns from employees or co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
V.F. Delegates work appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
V.G. Values diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
V.H. Participates in university committees and councils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
AVERAGE							

Comments:

VI. SIGNIFICANT ACHIEVEMENT(S)	SCORE 1,2,3,4,5
AVERAGE <i>(Add the scores for each significant achievement and divide by the number of scores)</i>	

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VII. AVERAGE OVERALL RATING – This rating should be an average of all the other rating given in the evaluation.	5	4	3	2	1	N/A	Numeric Value
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

VIII. OBJECTIVES

Objective 1. Professional Development

Professional Development Objectives focus on the employee's career growth. Examples include attending classes, seminars, or workshops or participating in on-the-job training or self-study programs (i.e. books, cassette tapes, videos, CBT or web-based training.)

Progress on Last Year's Objective:

New Objective and Comments:
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Objective 2. Performance Objectives

Performance Objectives are intended to help the employee improve personal aspects of their performance or behavior conduct. Examples of task-oriented performance goals are improving computer proficiency, time management or writing skills. Or the employee can focus on correcting behavioral problems that negatively impact group morale, job performance or job satisfaction. Examples of such goals are developing conflict resolution or stress reduction techniques, building collaborative co-worker relationships, or reducing incidents of absenteeism or chronic tardiness. As with professional development goals, effective performance objectives are well defined, measurable and clearly linked to specific job-related outcomes.

Progress on Last Year's Objective:

New Objective and Comments:

Objective 3. Project Objective

What diversity activities have you participated in this year? (Examples: Diversity committees, outreach programs, KSU HR online courses, etc.)

Progress on Last Year's Objective:

New Objective and Comments:

Objective 4. Diversity Objective

What diversity activities have you participated in this year? (Examples: Diversity committees, outreach programs, KSU HR online courses, etc.)

Progress on Last Year's Objective:

New Objective and Comments:

Objectives – Objectives Summary

Add information in the text box below:

Employee Signature _____ Date _____

Supervisor Signature _____ Date _____

Beyond Compliance Training

IMPORTANT Beyond Compliance Message: Annually, two hours of Beyond Compliance training are required of all staff and strongly encouraged for our TT and FTNTT faculty. The deadline to satisfy Beyond Compliance training is the end of the fiscal year, June 30. It is IMPORTANT to note that one of your two annual Beyond Compliance (BC) hours may be a gender-based discrimination or harassment course. The Title IX Training option may be a facilitator-led session. (Visit [Beyond Compliance](#) for dates and times) or online. To access the online, self-paced Beyond Compliance sessions, please visit [Safe Colleges](#).

Has this employee completed at least two hours of compliance training in the previous fiscal year?

Has this employee completed at least two hours of compliance training in the previous fiscal year?

- ☐ Yes ☐ No (please comment below Goals for Completion)
☐ In Progress (please comment below Goals for Completion)

Comments / Goals for completion:

This section is available in the employee self-evaluation form.

Additional opportunities for development of staff:

The university is strongly encouraging our staff to complete trainings regarding **diversity, equity and inclusion**. (Visit [Diversity Education and Training Lab Offerings](#)). In addition, supervisors should provide opportunities for staff to enhance their job-related knowledge and skill set. It is suggested that these goals be a focus in each performance evaluation period going forward. Trainings may involve facilitator-led sessions, webinars, pre-recorded presentations, and other options. (Visit [HR Training & Development Calendar](#)).

1. What specific opportunities have been provided (i.e. trainings your department has organized, requested or supported, etc.) to expand diversity, equity and inclusion capacity/expertise for this staff member?

2. What specific opportunities have been provided (i.e. trainings your department has organized, requested or supported, etc.) to this staff member to enhance their job related knowledge and skill set?

3. What opportunities for promotions might occur over the next three years?

This section is available in the employee self-evaluation form.

SUPPLEMENTAL QUESTIONS: *To be completed by employee as self-evaluation questions.*

1. What did you receive from your supervisor that you felt WAS HELPFUL and assisted you in your ability to perform your job effectively?

2. What did you receive from your supervisor that you felt WAS NOT HELPFUL and inhibited your ability to perform your job effectively?

3. What did you NOT receive from your supervisor that you felt would have been helpful in performing your job more effectively?

4. What specific opportunities have you been provided (i.e. trainings your department has organized, requested or supported, etc.) that expanded your diversity, equity and inclusion capacity/expertise?

5. What professional development opportunities would you like your supervisor to provide to enhance your diversity, equity and inclusion expertise/capacity?

6. What specific professional development opportunities have you been provided to enhance your knowledge and job-related skill set?

7. What professional development opportunities would you like your supervisor to provide to enhance your knowledge and job-related skill set?

8. What promotions or alternate assignments/positions might you seek over the next three years?